DOCUMENT RESUME

ED 399 016 PS 024 346

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TITLE Multicultural Child Care. Bilingual Education and Bilingualism 9.
REPORT NO ISBN-1-85359-307-9
PUB DATE 96
NOTE 144p.
AVAILABLE FROM Multilingual Matters Ltd., 1900 Frost Road, Suite 101, Bristol, PA 19007 (paperback: ISBN-1-85359-307-9; hardback: ISBN-1-85359-308-7).
PUB TYPE Books (010) -- Reports - Research/Technical (143)

EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS Caregiver Child Relationship; Child Rearing; *Cultural Awareness; *Day Care; *Early Childhood Education; Educational Objectives; Educational Quality; Foreign Countries; Immigrants; Models; *Multicultural Education; Parent Participation; Parent Role; *Parent Teacher Cooperation; Preschool Children; Teacher Role; Teaching Models
IDENTIFIERS Belgium; Denmark; England; *Europe; France; Germany; *Netherlands; Scotland; Spain; Sweden

ABSTRACT

In child care centers, parental involvement as well as staff sensitivity toward children and parents are essential for managing cultural diversity in a way that is beneficial for both migrant and indigenous families. Defining and improving the quality of center education from a multicultural perspective require discussions between staff and parents about educational goals and the means to achieve them. This monograph analyzes the state of multicultural education in child care centers, primarily in the Netherlands but also in other Western European nations. The issue of what multicultural education in these centers should look like is also discussed. In the Netherlands, the recent and rapid growth in the number of child care centers, together with the growing numbers of immigrant children visiting these centers, have given a strong impetus to concerns about the quality of center education from a multicultural perspective. History and models of multicultural institutional child care are discussed, together with recommendations for improving the relationship between staff and parents by way of consensus building. Contains 121 references. (MOK)

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